



**T**iered **I**nterventions Using  
**E**vidence-Based **R**esearch

# **Handouts**

## **Introduction**

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Student-Centered Approaches



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## Explicit Instruction Framework

### Clear Objective

- Important focus
- Specific learning outcome

### Teacher Modeling

Correct, clear, concise explanation

Planned examples  
“I do”

### Student Practice

Guided practice  
“We do”

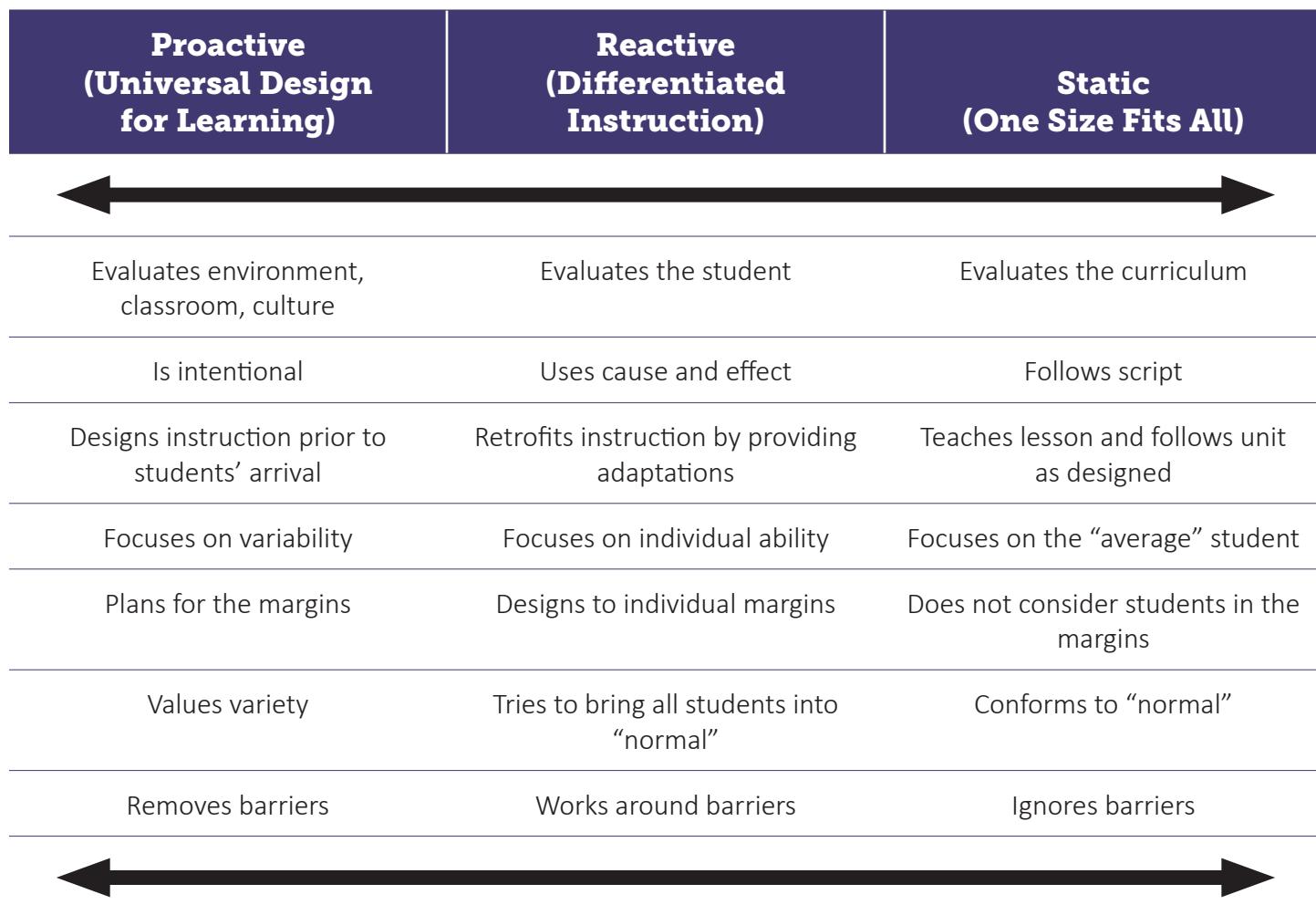
Independent practice  
“You do”

### Supporting Practices

- Using effective methods to elicit frequent responses
- Providing immediate specific feedback
- Maintaining a brisk pace

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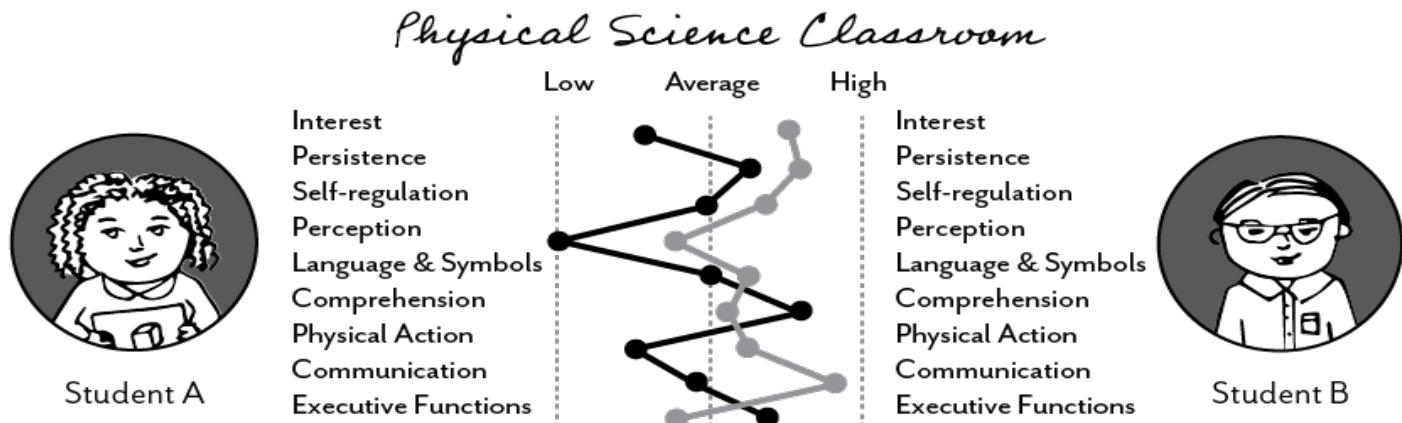
## Continuum of Instructional Response



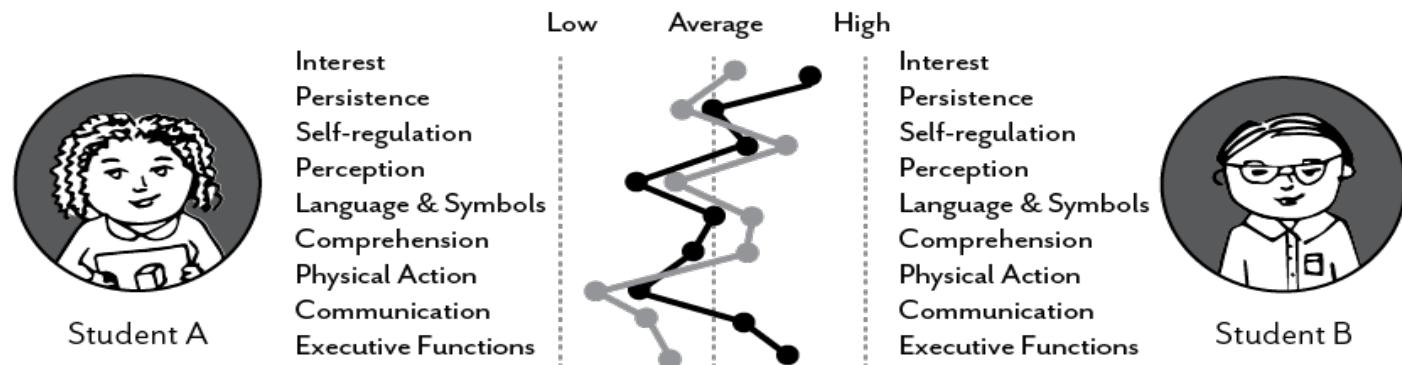
Adapted from Novak, K. (2016). *UDL now! A teacher's guide to applying universal design for learning in today's classrooms* (2nd ed.). Wakefield, MA: CAST Professional.

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## Variability in Student Profiles



## English Language Arts Classroom



Reprinted with permission from Posey, A., & Novak, K. (2020). *Unlearning: Changing your beliefs and your classroom with UDL*. Wakefield, MA: CAST Professional.

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## **Variability Free-Write**

Think about your own variability as a learner and educator. What are your strengths and weaknesses? How do they vary depending on the context? Write your ideas in the space below or map out your variability as in the previous handout.

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# Universal Design for Learning Guidelines



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